

W G Sanders Middle

136 Alida St.
Columbia, S. C. 29203

Grades 6–8 Middle School

Enrollment 552 Students

Principal Andrenna A. Smith 803–735–3445

Superintendent Dr. Allen J. Coles 803–231–7500

Board Chair Dr. Jasper Salmond 803–231–7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	27	10

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No

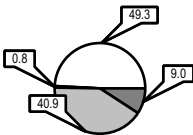
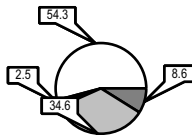
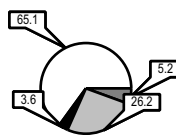
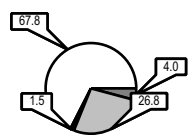
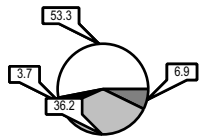
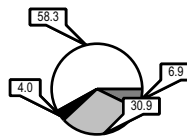
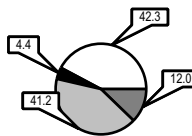
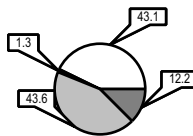
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	552	99.8	48.5	41.2	8.9	1.4	17.7	No	Yes
Gender									
Male	287	100.0	57.0	35.7	5.2	2.0	12.0		
Female	265	99.6	39.4	47.0	12.7	0.8	23.7		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	546	99.8	48.6	41.4	8.7	1.2	17.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	460	100.0	47.7	41.6	9.8	1.0	19.6		
Disabled	92	98.9	52.6	39.5	3.9	3.9	7.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	552	99.8	48.5	41.2	8.9	1.4	17.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	552	99.8	48.5	41.2	8.9	1.4	17.7		
Socio-Economic Status									
Subsidized meals	439	100.0	51.3	41.5	6.0	1.3	14.8	No	Yes
Full-pay meals	113	99.1	37.4	40.4	20.2	2.0	29.3		

Mathematics – State Performance Objective = 36.7%									
All Students	552	99.8	53.5	35.2	8.4	2.9	20.4	No	Yes
Gender									
Male	287	99.7	59.4	31.3	7.2	2.0	15.7		
Female	265	100.0	47.3	39.2	9.7	3.8	25.3		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	546	99.8	53.5	35.3	8.5	2.7	20.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	460	100.0	50.6	36.7	9.8	2.9	22.5		
Disabled	92	98.9	68.8	27.3	1.3	2.6	9.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	552	99.8	53.5	35.2	8.4	2.9	20.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	552	99.8	53.5	35.2	8.4	2.9	20.4		
Socio-Economic Status									
Subsidized meals	439	99.8	57.0	32.6	7.5	2.8	19.2	No	Yes
Full-pay meals	113	100.0	40.0	45.0	12.0	3.0	25.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	552	100.0	64.2	26.7	5.1	3.9	9.1
Gender							
Male	287	100.0	70.3	21.3	4.4	4.0	8.4
Female	265	100.0	57.8	32.5	5.9	3.8	9.7
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	546	100.0	64.3	26.8	5.2	3.7	8.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	460	100.0	61.1	28.9	5.9	4.2	10.0
Disabled	92	100.0	80.5	15.6	1.3	2.6	3.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	552	100.0	64.2	26.7	5.1	3.9	9.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	552	100.0	64.2	26.7	5.1	3.9	9.1
Socio-Economic Status							
Subsidized meals	439	100.0	67.4	24.9	4.4	3.4	7.8
Full-pay meals	113	100.0	52.0	34.0	8.0	6.0	14.0

Social Studies							
All Students	552	100.0	66.9	27.2	4.5	1.4	6.0
Gender							
Male	287	100.0	71.9	22.9	4.0	1.2	5.2
Female	265	100.0	61.6	31.6	5.1	1.7	6.8
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	546	100.0	67.0	27.2	4.4	1.5	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	460	100.0	64.5	29.8	3.9	1.7	5.6
Disabled	92	100.0	79.2	13.0	7.8	0.0	7.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	552	100.0	66.9	27.2	4.5	1.4	6.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	552	100.0	66.9	27.2	4.5	1.4	6.0
Socio-Economic Status							
Subsidized meals	439	100.0	70.5	24.9	3.4	1.3	4.7
Full-pay meals	113	100.0	53.0	36.0	9.0	2.0	11.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	54.3	37.1	7.5	1.1	8.6
	7	200	99.5	42.9	44.6	10.3	2.2	12.5
	8	157	100.0	38.1	48.3	10.9	2.7	13.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	61.9	27.9	10.2	0.0	10.2
	7	185	99.5	44.3	51.7	4.0	0.0	4.0
	8	188	100.0	41.1	43.7	12.7	2.5	15.2
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	46.2	38.7	11.3	3.8	15.1
	7	200	99.0	53.3	31.5	10.9	4.3	15.2
	8	157	100.0	51.0	39.5	5.4	4.1	9.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	42.9	38.8	14.3	4.1	18.4
	7	185	100.0	58.0	34.7	4.7	2.7	7.3
	8	188	99.5	57.6	33.5	7.6	1.3	8.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	66.7	23.8	7.5	2.0	9.5
	7	185	100.0	63.3	31.3	2.7	2.7	5.3
	8	188	100.0	62.0	25.3	6.3	6.3	12.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	64.6	27.2	6.8	1.4	8.2
	7	185	100.0	71.3	24.0	3.3	1.3	4.7
	8	188	100.0	63.9	32.3	1.9	1.9	3.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 552)				
Students enrolled in high school credit courses (grades 7 & 8)	43.2%	Down from 43.7%	9.5%	15.5%
Retention rate	2.5%	Up from 0.9%	4.3%	3.0%
Attendance rate	97.0%	No change	95.3%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.9%	Down from 13.6%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Down from 10.6%	6.8%	4.6%
Eligible for gifted and talented	14.4%	Up from 13.8%	9.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Down from 17.4%	14.7%	13.6%
Older than usual for grade	3.6%	Up from 1.9%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.3%	Up from 0.5%	1.4%	0.8%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	54.0%	Up from 46.8%	51.8%	51.8%
Continuing contract teachers	58.0%	Up from 55.3%	70.0%	78.1%
Highly qualified teachers	80.0%	Down from 88.6%	89.2%	89.6%
Teachers with emergency or provisional certificates	10.0%	Up from 5.3%	8.9%	6.0%
Teachers returning from previous year	86.7%	Up from 84.2%	79.9%	85.4%
Teacher attendance rate	94.2%	Up from 94.1%	94.5%	94.9%
Average teacher salary	\$45,496	Up 3.9%	\$40,133	\$41,328
Prof. development days/teacher	10.5 days	Up from 10.3 days	11.4 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.9 to 1	19.4 to 1	21.3 to 1
Prime instructional time	89.9%	No change	87.9%	89.3%
Dollars spent per pupil*	\$7,375	Down 0.2%	\$6,754	\$6,022
Percent of expenditures for teacher salaries*	68.8%	Up from 67.7%	60.7%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.1%	Up from 83.7%	97.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of W.G. Sanders Middle School is to develop a community of productive citizens and lifelong learners by respecting and promoting the total child through a structured, cooperative and academically challenging environment. W.G. Sanders Middle School's philosophy is based upon the foundation that the school must provide a setting for students to excel in academics, fine arts and athletics, thus contributing to their intellectual, social and physical development. Our students had significant accomplishments during the 2004-05 school year, with state champions in Odyssey of the Mind, District Winner - Lt. Governor's Writing Award, District Champions - Volleyball Team, Volunteer of the Year, and Middle School Volunteer with the most hours. Other achievements included High Performance Partnership of the Year, S.C. Junior Scholars, Middle School Scholars, Duke TIP Scholar, District Honors Orchestra and District Honors Band.

Collaboration with health and human service agencies, business partners and community involvement has enhanced our instructional program. Those collaborations include USC's School of Public Health - Health Professionals Partnering Initiative, City of Columbia/B.P. Barber - After-School Pre-Engineering Program, USC's TRIO Program and the State Chamber of Commerce's High Performance Partnership with First Citizens Bank.

Strategies implemented during the 2004-05 year based upon the needs of our students included professional development focusing upon enhancing mathematics and writing strategies across grade levels; restructuring instructional time to maximize academic enrichment activities; and after-school tutoring.

A larger percentage of students scored basic or above on PACT in 2004 than in 2003. Based upon 2004 PACT results, 16 out of 17 objectives were met for Adequate Yearly Progress. The highest gain in the percentage of students scoring Proficient and Above was on the 8th grade level, with an increase from 4% in 2003 to 16% in 2004 in ELA and 3% in 2003 to 11% in 2004 in Math.

Participation of our parents in monthly workshops, Lunch Buddies, School Improvement Council meetings, Band Booster Club and school events contributed to our positive school-parent connection.

Areas targeted as needing to be strengthened include providing additional opportunities for students to apply technology as a tool to extend learning; improving students' problem-solving skills; and employing instructional strategies that enhance academic rigor. We will focus our efforts upon our targeted areas of improvement.

Demetria Noisette Clemons, Principal
Christopher Cochran, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	151	117
Percent satisfied with learning environment	69.4%	59.3%	63.7%
Percent satisfied with social and physical environment	81.6%	59.2%	52.2%
Percent satisfied with school-home relations	58.3%	76.4%	48.7%

*Only students at the highest middle school grade level at this school and their parents were included.